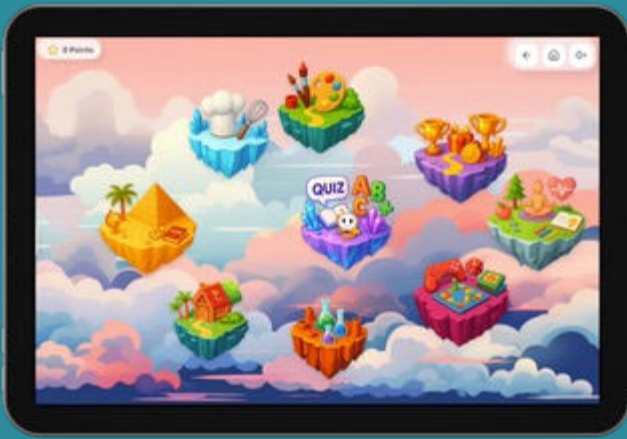


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Letters Start Here - Year 1

Table of Contents	
Presentation: Letters Start Here	
Teacher Guide: Purpose, Equipment and Five-Lesson Sequence	
State Selection Index: NSW/ACT, VIC/WA/NT, SA, QLD and TAS	
Display: Round-Start Movement Families	
Models 1: State-Specific Letter Starts and Movements	
Models 2: Words, Sentence and Purposeful Writing	
Practice 1: Model-Supported Letter-to-Word Ladders	
Practice 2: Reduced-Guide and Independent Writing	
Activity: Air-Write, Memory and Reader-Feedback Stations	
Rehearsal: Dictated Letters and Useful Word Labels	
Assessment: Dictated Letters, Words and Useful Label	
Rubric: Learning Evidence	



Teacher Guide and Variant Index

Learning focus

Form lower-case letters from a checked starting point and direction, then use them independently in unjoined words and a useful label.

Success evidence

Six dictated letters, four unjoined words and one useful label, observed for start and direction, recognisable form, suitable size, readable spacing and functional comfort. Word performance is essential.

Equipment

Selected state model pages, pencil, suitable paper, additional writing surface, and space for large air-writing.

Choose this section	Jurisdictions	Formation font
NSW / ACT	New South Wales and ACT	NSW Print
VIC / WA / NT	Victoria, Western Australia and NT	VIC Pre-Cursive
SA	South Australia	SA Print
QLD	Queensland	QLD Print
TAS	Tasmania	TAS Print

Lessons 1-3

Lesson 1 — Set up and diagnose

Establish posture, paper position and a comfortable functional grasp. Ask learners to write two familiar corpus items without an answer displayed. Record only the insecure prerequisite. Select one matching state section for all subsequent modelling.

Lesson 2 — Model starting points and direction

Use the matching movement-family display and graduated model pages. Think aloud while locating a start, following the checked direction, meeting the baseline and lifting. Learners air-write and form letters on a large surface before using paper.

Lesson 3 — Move from letters to words

Complete the three paired practice ladders. Begin with model-supported words, reduce the guide, then write a meaningful unjoined word or sentence. Keep each answer page with the teacher and place it directly after its student page when printing or displaying.

Checkpoint

Ask the learner to name one specific start or movement feature and show it in a word, not only in an isolated traced letter.

Lessons 4-5, Assessment and Access

Lesson 4 — Contrast, rehearse and repair

Model one complete station turn: air-write, hide the model, write from memory and receive one reader comment. Use the matching transfer pages. Contrast a plausible bottom-start error and an alphabet-copying routine that never transfers into words. Give one specific correction, then request a fresh response.

Lesson 5 — Independent evidence

Without showing a model or answer, dictate , a, d, g and q, then cat, dog, dad and cap. The learner adds one useful picture label. Apply the matching marking page and the Learning Evidence Rubric.

Access

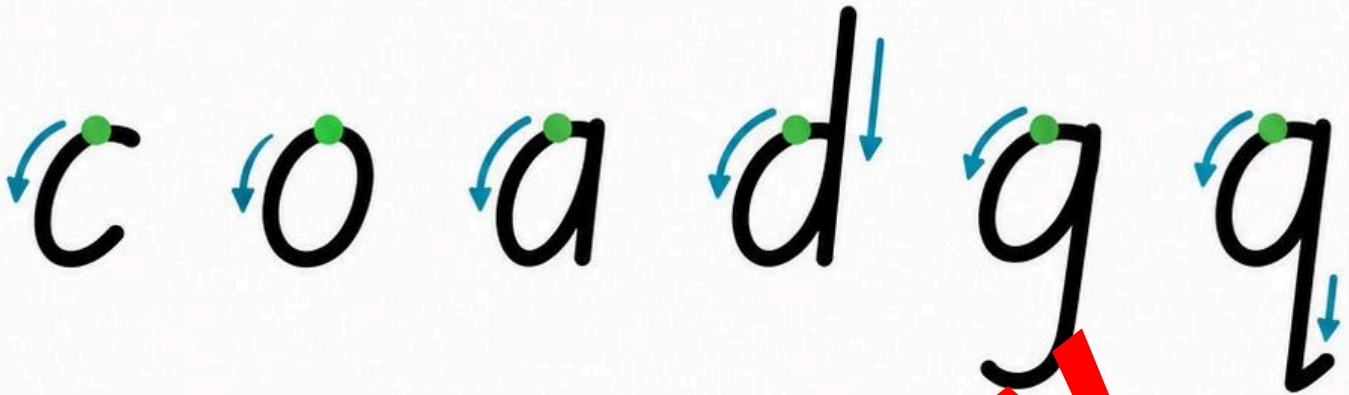
Offer a larger guide, shorter set, motor breaks, a pencil grip, a sloped surface or an oral explanation. Spelling support may be supplied separately, keep the same formation and word-performance target. Extension learners write a longer purposeful label without a speed condition.

Next step

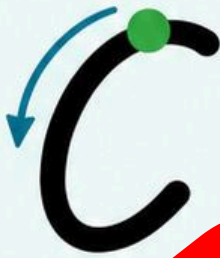
Record one observable strength and one precise movement, size, spacing or comfort adjustment for the next practice session.

Round-start letter family

NSW / ACT

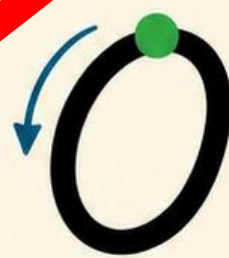


c – begin near the top



Start at the green dot near the top. Curve around and stop.

o – return to the start



Start at the green dot. Go around and return to the start.

inefficient start



This c starts at the bottom. It is slower and harder to control.

Start carefully. Follow the checked movement.

Letters Start Here – Year 1

VIC / WA / NT

Round-start letter family

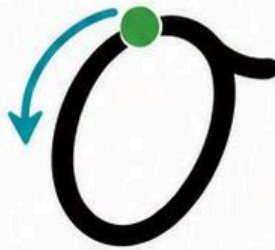


c – begin
near the top



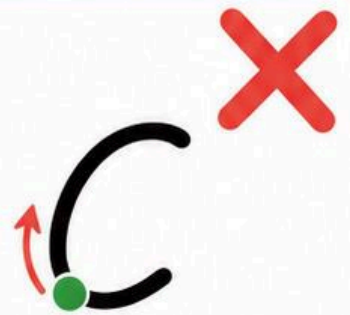
Begin near the top.

o – return
to the start



Return to the start.

inefficient start



Starting at the bottom
is less efficient.

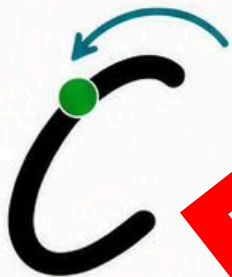
**Start carefully. Follow the
checked movement.**

Letters Start Here – Year 1

Round-start letter family SA

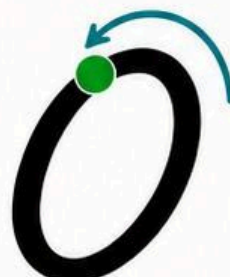


c – begin near the top



begin near
the top.

o – return to the start



Return to
the start.

inefficient start



This c is begun
at the bottom.
It is not the checked
movement.

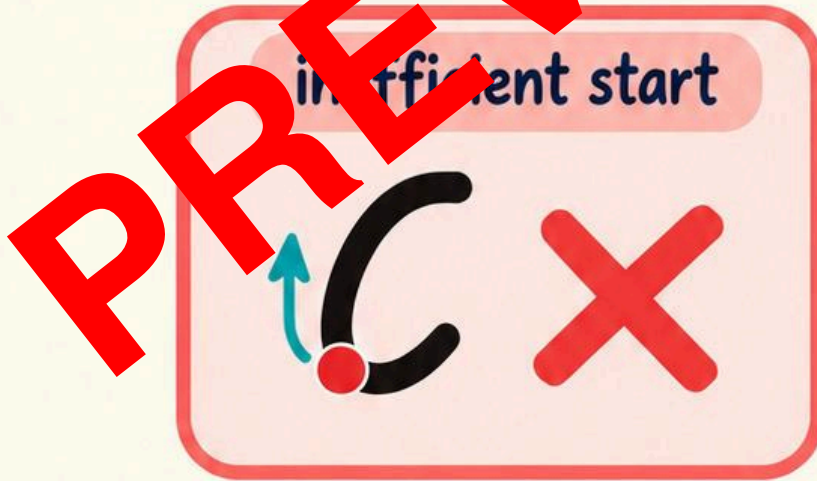
Start carefully. Follow the checked movement.

Round-start letter family



c — begin
near the top

o — return
to the start



Start carefully.
Follow the checked movement.

Round-start letter family



c — begin
near the top

o — return
to the start



inefficient start

Start carefully.

Follow the checked movement.

NSW / ACT model 1: Start with c

Letters Start Here

c

o

a

d

g

q



Start



Direction



Baseline

cat

dog



You can do it!



NSW / ACT model 2: Build a word

cat



dog



dad

go

cap



Each letter keeps its own shape.



Leave a clear space after a word.

NSW / ACT model 3: A short sentence

Dad got a cap.

1 Say it.

2 Find the round starts.

3 Write each letter.

4 Leave spaces.

5 Read it.



NSW /ACT model 4: A useful label



dog



caps



Write the
useful word.



Check each
letter, then
read the label.



VIC / WA / NT model 1: Start with c

c o a d g q



Start



Direction



Baseline

cat dog



Letters
Start Here



VIC / WA / NT model 2: Build a word



Each letter keeps
its own shape.



Leave a clear space
after a word.

cat



dog



dad

go

cap





VIC / WA / NT model 3: A short sentence

Dad got a cap.



1

Say it.

2

Find the
round starts.

3

Write each
letter.

4

Leave
spaces.

5

Read it.

☀ VIC / WA / NT model 4: A useful label ☀



dog



caps



Write the
useful word.



Check each letter,
then read the label.



SA model 1: Start with c



Start



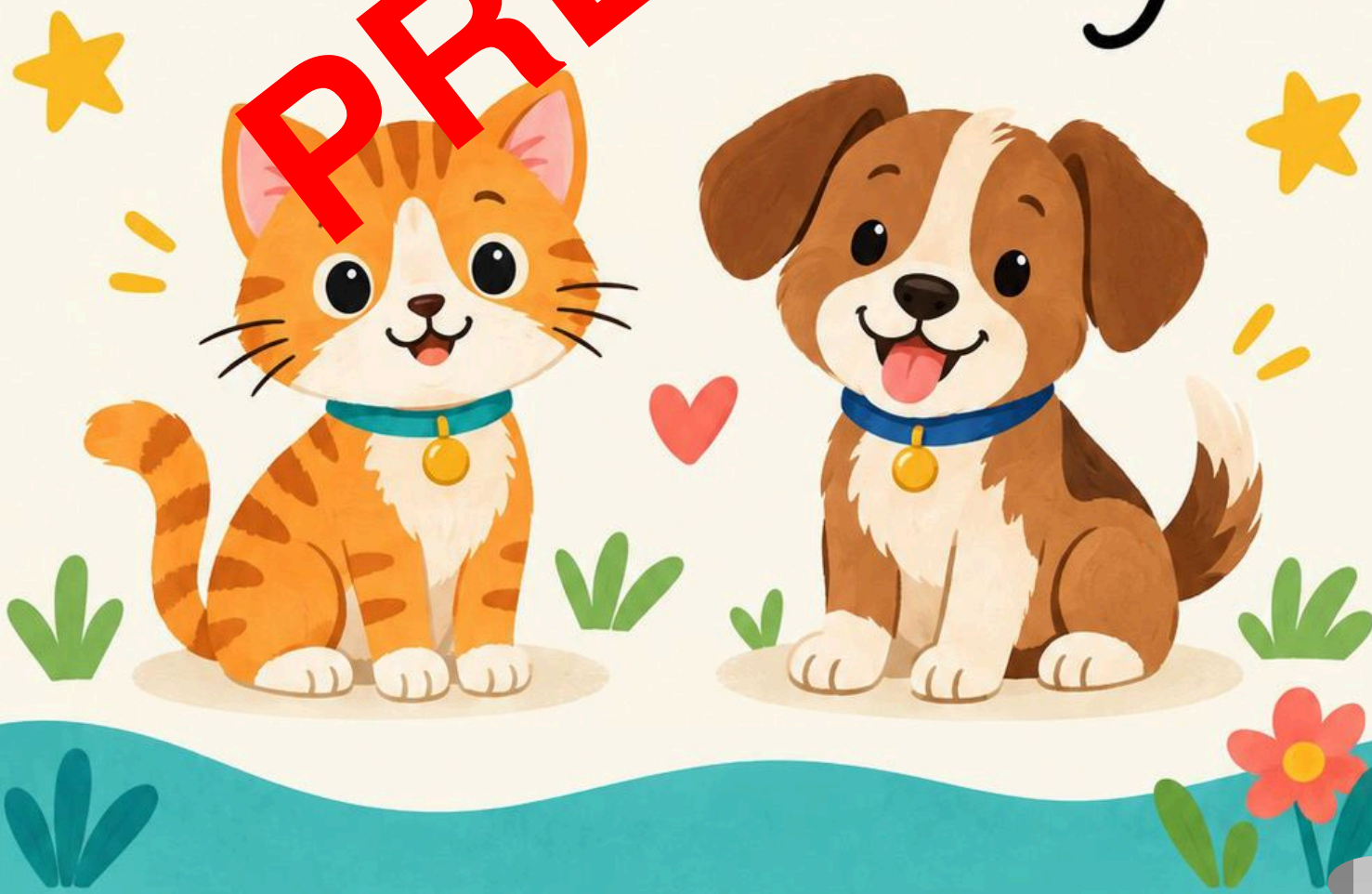
Direction



Baseline

c o a d g q

cat dog



SA model 2: Build a word



Each letter keeps its own shape.



Leave a clear space after a word.

cat



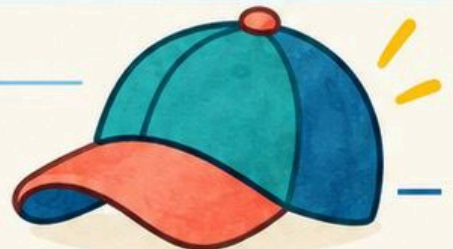
dog



dad

go

cap



SA model 3: A short sentence

Look Think Write Read

Dad got a cap.

1

Say it.

2

Find the sound starts.

3

Write each letter.

4

Leave spaces.

5

Read it.



SA model 4: A useful label



dog



caps

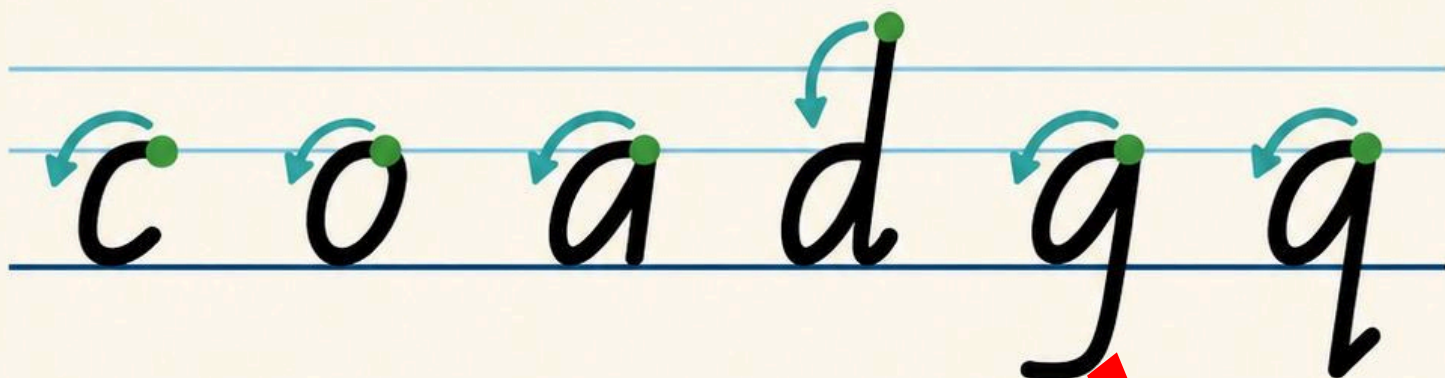


Write the
useful word.



Check each
letter, then
read the label.

QLD model 1: Start with c



Start



Direction

Baseline

cat dog



QLD model 2: Build a word

c a t



d o g



d a d

g o

c a p



Each letter keeps
its own shape.

Leave a clear
space after a word.





QLD model 3: A short sentence



Dad got a cap.



1

Say it.



2

Find the round starts.



3

Write each letter.



4

Leave spaces.



5

Read it.





QLD model 4: A useful label



dog



caps



Write the
useful word.



Check each
letter, then
read the label.



TAS model 1: Start with c



Start



Direction

Baseline

cat dog



Letters Start Here

☀ TAS model 2: Build a word ☀

c a t



d o g



d a d

g a

c a p



Each letter keeps
its own shape.



Leave a clear
space after
a word. ☀

TAS model 3: A short sentence



Dad got a cap.

1



Say it.

2



Find the
round starts.

3



Write each
letter.

4



Leave
spaces.

5



Read it.

TAS model 4: A useful label



dog



caps



Write the
useful word.



Check each
letter, then
read the label.

NSW / ACT practice 1: Look, say, cover, write

Name: _____



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

cat

dog

NSW / ACT practice 1: Look, say, cover, write

Name: ANSWERS



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

c a d g o q

c a d g o q

c a d g o q

cat

cat

dog

dog

NSW / ACT practice 2: Words on the baseline

Name: _____



Copy each word. Keep every letter on the baseline.

dad

go

cap

dog

PREVIEW

Dad got a cap.

NSW / ACT practice 2: Words on the baseline

Name: ANSWERS



Copy each word. Keep every letter on the baseline.

dad

dad

go

go

cap

cap

dog

dog

Dad got a cap.

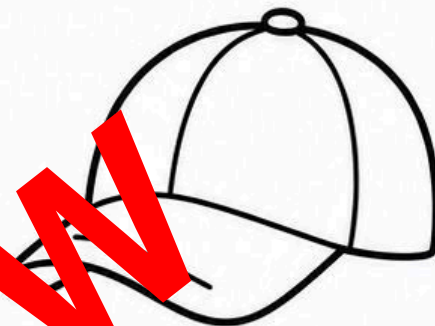
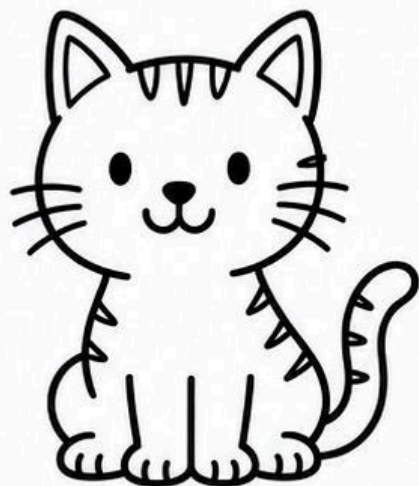
Dad got a cap.

NSW / ACT practice 3: Useful labels

Name: _____



Write a label for each picture.



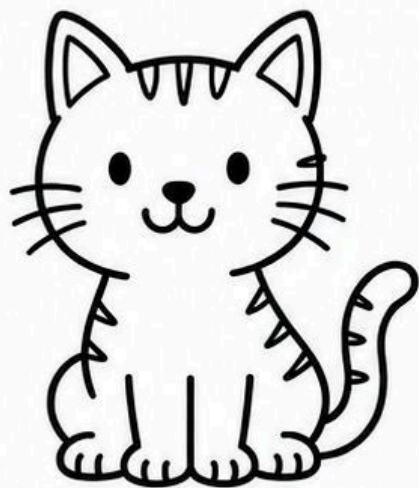
Choose one picture and write one clear sentence.

NSW / ACT practice 3: Useful labels

Name: ANSWERS



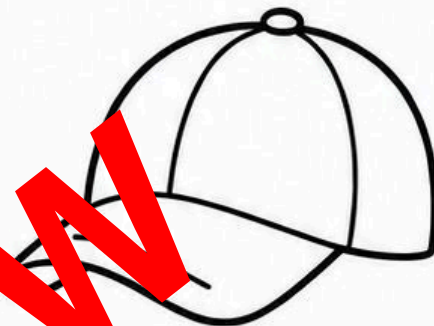
Write a label for each picture.



cat



dog



cap

Choose one picture and write one clear sentence.

A dog can go.

Accept another meaningful readable sentence.

VIC / WA / NT practice 1: Look, say, cover, write

Name: _____



Look at the model. Say the movement. Cover it. Write from memory.



c a d g o q

PREVIEW

cat

dog

VIC / WA / NT practice 1: Look, say, cover, write

Name: ANSWERS



Look at the model. Say the movement. Cover it. Write from memory.



c a d g o q

c

d

o

g

q

cat

dog

cat

dog

VIC / WA / NT practice 2: Words on the baseline

Name: _____



Copy each word. Keep every letter on the baseline.

dad

go

cap

dog

Dad got a cap.

VIC / WA / NT practice 2: Words on the baseline

Name: ANSWERS



Copy each word. Keep every letter on the baseline.

dad

go

dad

go

cap

dog

cap

dog

Dad got a cap.

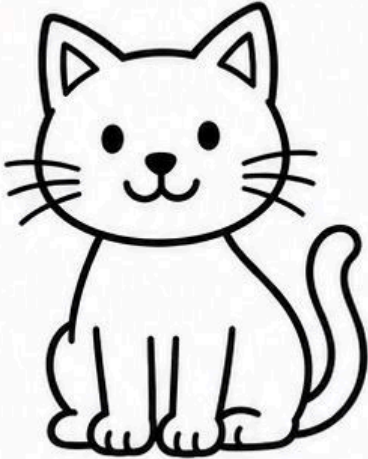
Dad got a cap.

VIC / WA / NT practice 3: Useful labels

Name: _____



Write a label for each picture.



Blank box for labeling the cat.

Blank box for labeling the dog.

Blank box for labeling the cap.

Blank lines for writing a sentence.

Blank lines for writing a sentence.

Choose one picture. Write one clear sentence.

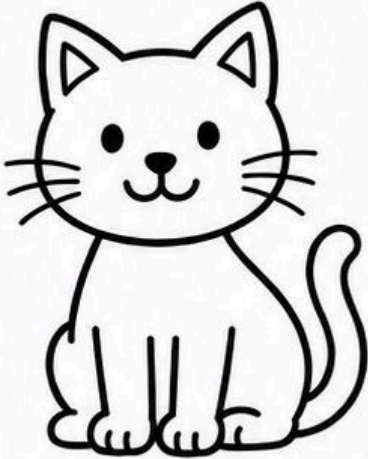
Blank lines for writing a sentence.

VIC / WA / NT practice 3: Useful labels

Name: ANSWERS



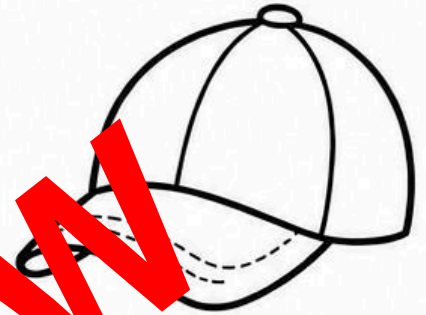
Write a label for each picture.



cat



dog



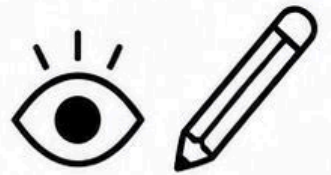
cap

Choose one picture. Write one clear sentence.

A dog can go.

Accept another meaningful readable sentence.

SA practice 1: Look, say, cover, write



Name: _____

Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

PREVIEW

cat dog

SA practice 1: Look, say, cover, write

Name: ANSWERS



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

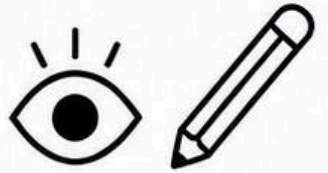
c a d g o q

PREVIEW

cat dog

cat dog

SA practice 2: Words on the baseline



Name: _____

Copy each word. Keep every letter on the baseline.

dad

go

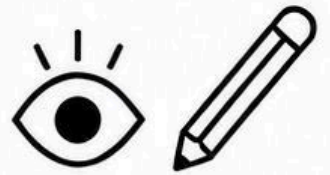
cap

dog

Dad got a cap.

SA practice 2: Words on the baseline

Name: ANSWERS



Copy each word. Keep every letter on the baseline.

dad
dad

go
go

cap
cap

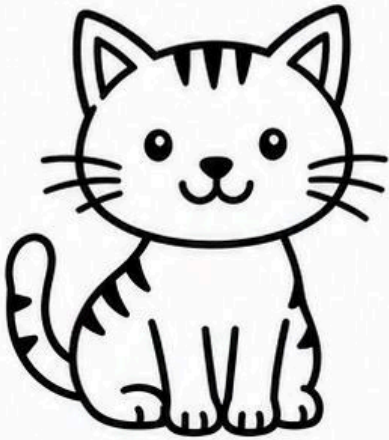
dog
dog

Dad got a cap.
Dad got a cap.

SA practice 3: Useful labels

Name: _____

Write a label for each picture.





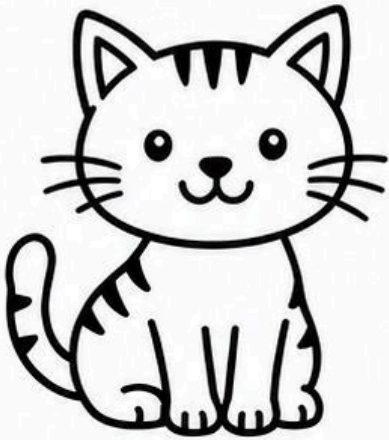


Choose one picture. Write one clear sentence.

SA practice 3: Useful labels

Name: ANSWERS

Write a label for each picture.



cat



dog



cap

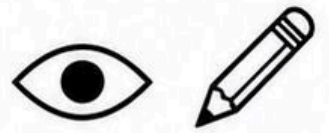
Choose one picture. Write one clear sentence.

A dog can go.

Accept another meaningful readable sentence.

QLD practice 1: Look, say, cover, write

Name: _____



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

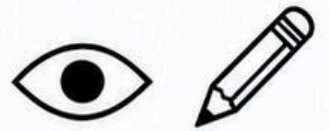
cat

PREVIEW

dog

QLD practice 1: Look, say, cover, write

Name: ANSWERS



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

c a d g o q

cat

cat

dog

dog

QLD practice 2: Words on the baseline

Name: _____



Copy each word. Keep every letter on the baseline.

dad

go

cap

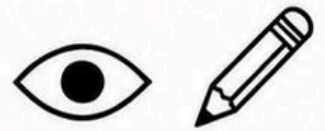
dog

PREVIEW

Dad got a cap.

QLD practice 2: Words on the baseline

Name: ANSWERS



Copy each word. Keep every letter on the baseline.

dad

dad

go

go

cap

cap

dog

dog

Dad got a cap.

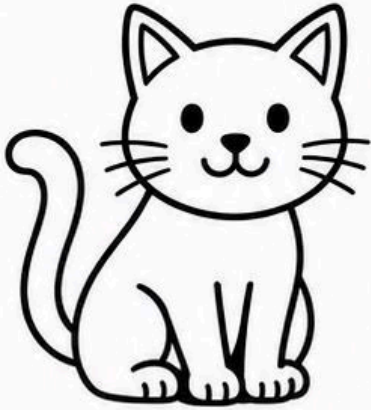
Dad got a cap.

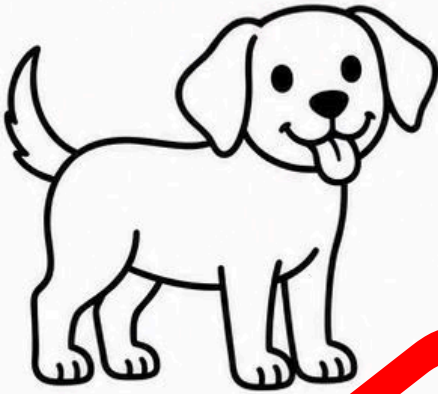
PREVIEW

QLD practice 3: Useful labels

Name: _____

Write a label for each picture.





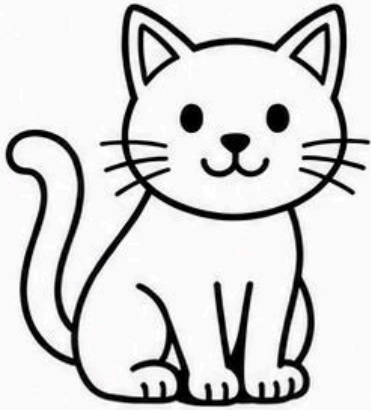


Choose one picture. Write one clear sentence.

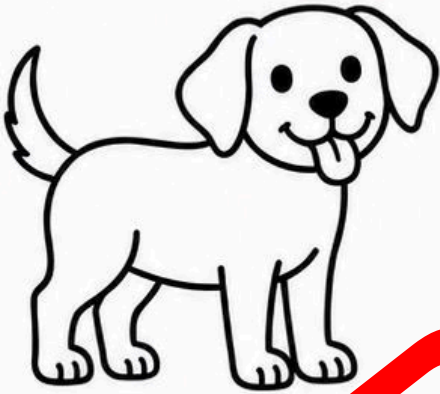
QLD practice 3: Useful labels

Name: ANSWERS

Write a label for each picture.



cat



dog



cap

Choose one picture. Write one clear sentence.

A dog can go.

Accept another meaningful readable sentence.

TAS practice 1: Look, say, cover, write

Name: _____



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

cat

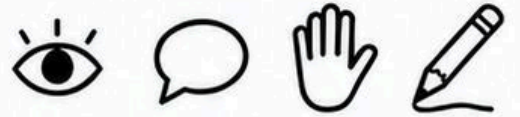
dog

_____	_____
_____	_____
_____	_____

PREVIEW

TAS practice 1: Look, say, cover, write

Name: ANSWERS



Look at the model. Say the movement. Cover it. Write from memory.

c a d g o q

c a d g o q

cat

cat

dog

dog

TAS practice 2: Words on the baseline

Name: _____

Copy each word. Keep every letter on the baseline.

dad

go

cap

dog

Dad got a cap.

TAS practice 2: Words on the baseline

Name: ANSWERS

Copy each word. Keep every letter on the baseline.

dad

go

dad

go

cap

dog

cap

dog

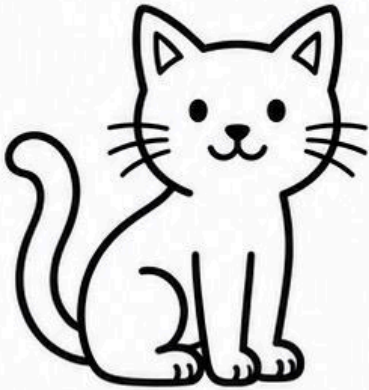
Dad got a cap.

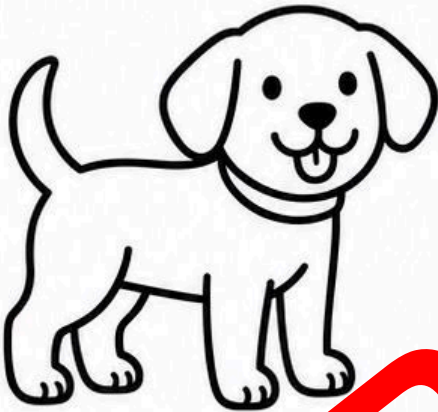
Dad got a cap.

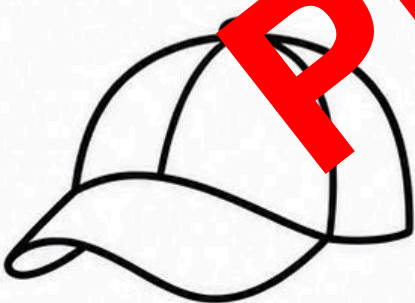
TAS practice 3: Useful labels

Name: _____

Write a label for each picture.





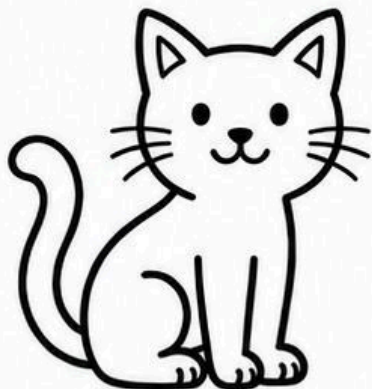


Choose one picture. Write one clear sentence.

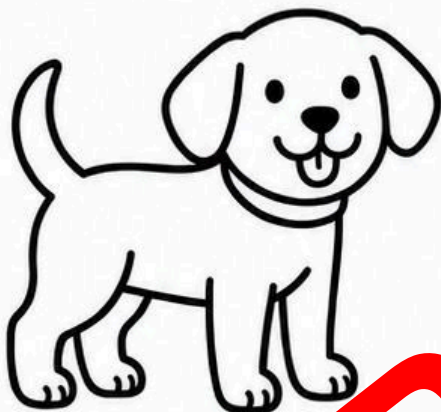
TAS practice 3: Useful labels

Name: ANSWERS

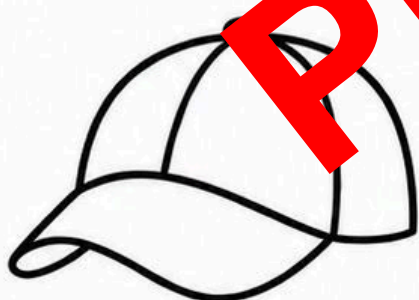
Write a label for each picture.



cat



dog



cap

Choose one picture. Write one clear sentence.

A dog can go.

Accept another meaningful readable sentence.

Station 1: Air-write and rehearse

1. Choose the matching state display.



2. Point to the start.



3. Air-write c, a, d, g, o or q slowly.



Accuracy and comfort matter. Speed does not score.



Station 2: Write from memory



1. Look.



2. Hide.



3. Write.



4. Check.



Use your matching state display to check the start.

c

q

d

g

o

q



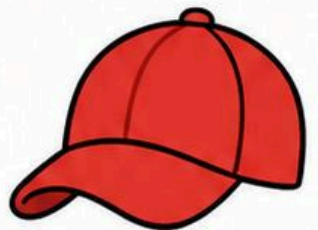
cat



dog



dad



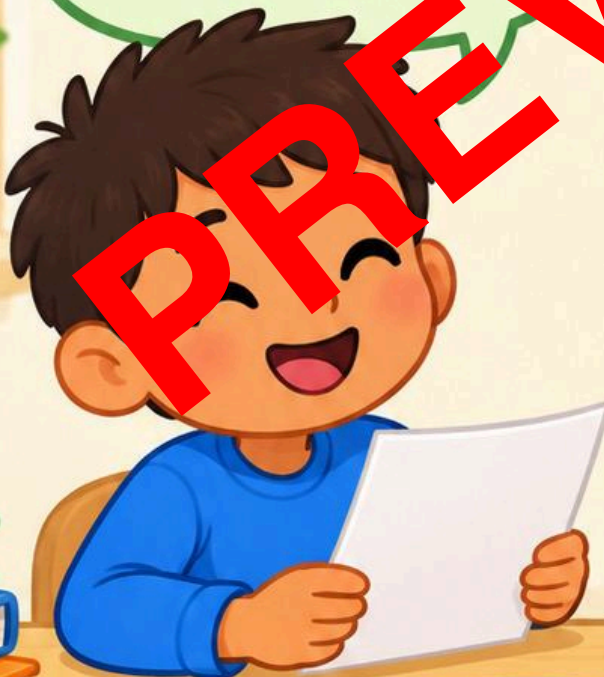
cap

Station 3: Reader feedback

- ☐ I can recognise the letter or word.
- ☐ The start matches our state model.
- ☐ The size sits on the line.
- ☐ The writer looks comfortable.

I noticed...

Try...



Give kind, specific feedback. Speed does not score.

NSW / ACT rehearsal 1: Fresh dictation

Name: _____

Teacher prompt — cover before pupils begin
Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A: Write the letters I say.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Part B: Write the words I say.

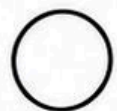
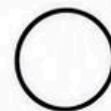
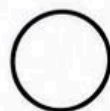
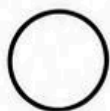
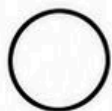
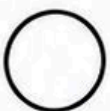
1. _____

2. _____

3. _____

4. _____

Reflection: Circle one start you checked.



NSW / ACT rehearsal 1: Fresh dictation

Name: **ANSWERS**

Teacher prompt — cover before pupils begin
Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A: Write the letters I say.

1. **c**

4. **g**

2. **a**

5. **o**

3. **d**

6. **q**

Part B: Write the words I say.

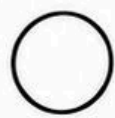
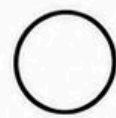
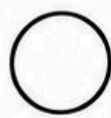
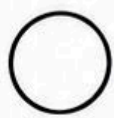
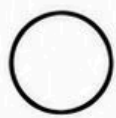
1. **tag**

2. **cot**

3. **cog**

4. **pad**

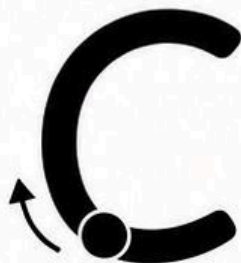
Reflection: Circle one start you checked.



NSW / ACT rehearsal 2: Repair the start

Name: _____

Non-example



This c begins at the bottom.

What should change?

Rewrite c correctly.

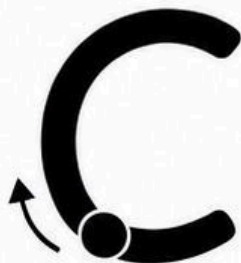
Rewrite cod correctly

Why is your new start better?

NSW / ACT rehearsal 2: Repair the start

Name: ANSWERS

Non-example



This c begins at the bottom.

What should change?

Start at the checked top, not the bottom.

Rewrite c correctly.

c

Rewrite cod correctly

cod

Why is your new start better?

Begin at the checked start and follow the NSW / ACT direction.

VIC / WA / NT rehearsal 1: Fresh dictation

Name: _____

Teacher prompt — cover before pupils begin
Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A

1.

2.

3.

4.

5.

6.

Part B

1.

2.

3.

4.

Reflection: Circle one start you checked.

☐ ☐ ☐ ☐ ☐ ☐

VIC / WA / NT rehearsal 1: Fresh dictation

Name: ANSWERS

Teacher prompt — cover before pupils begin
Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A

1. c

2. a

3. d

4. g

5. o

6. q

Part B

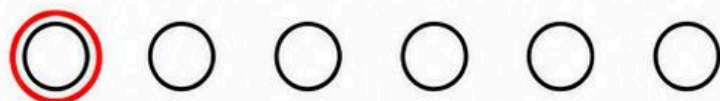
1. tag

2. cot

3. cog

4. pad

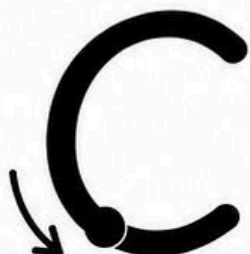
Reflection: Circle one start you checked.



VIC / WA / NT rehearsal 2: Repair the start

Name: _____

Non-example



This c begins at the bottom.

What should change?

Rewrite c correctly.

Rewrite cod correctly.

Why is your new start better?

VIC / WA / NT rehearsal 2: Repair the start

Name: ANSWERS

Non-example



This c begins at the bottom.

What should change?

-Start at the checked top, not the bottom

Rewrite c correctly.

c

Rewrite cod correctly.

cod

Why is your new start better?

-Begin at the checked start and follow the VIC / WA / NT direction.

SA rehearsal 1: Fresh dictation

Name: _____

Teacher prompt — cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part B

1. _____
2. _____
3. _____
4. _____

Reflection: Circle one start you checked.

☐ ☐ ☐ ☐ ☐ ☐

SA rehearsal 1: Fresh dictation

Name: ANSWERS

Teacher prompt — cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Part A

1. c

2. a

3. d

4. g

5. o

6. q

Part B

1. tag

2. cot

3. cog

4. pad

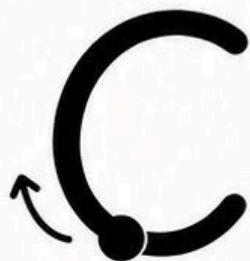
Reflection: Circle one start you checked.



SA rehearsal 2: Repair the start

Name: _____

Non-example



This c begins at the bottom.

What should change?

Rewrite c correctly.

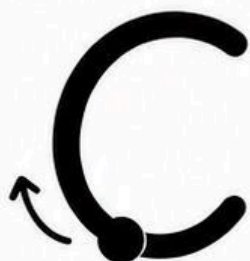
Rewrite cod correctly.

Why is your new start better?

SA rehearsal 2: Repair the start

Name: **ANSWERS**

Non-example



This c begins at the bottom.

What should change?

Start at the checked top, not the bottom.

Rewrite c correctly.

c

Rewrite cod correctly.

cod

Why is your new start better?

Begin at the checked start and follow the SA direction.

QLD rehearsal 1: Fresh dictation

Teacher prompt — cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Name: _____

Part A: Write the letter I dictate.

1.

2.

3.

4.

5.

6.

Part B: Write the word I dictate.

1.

2.

3.

4.

Reflection: Circle one start you checked.

☐ ☐ ☐ ☐ ☐ ☐

QLD rehearsal 1: Fresh dictation

Teacher prompt – cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Name: ANSWERS

Part A: Write the letter I dictate.

1. c

2. a

3. d

4. g

5. o

6. q

Part B: Write the word I dictate.

1. tag

2. cot

3. cog

4. pad

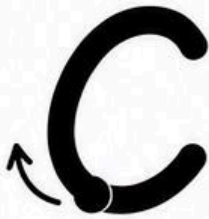
Reflection: Circle one start you checked.



QLD rehearsal 2: Repair the start

Name: _____

Non-example



This c begins at the bottom.

What should change?

Rewrite c correctly.

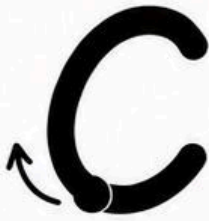
Rewrite cod correctly.

Why is your new start better?

QLD rehearsal 2: Repair the start

Name: ANSWERS

Non-example



This c begins at the bottom.

What should change?

Start at the checked top, not the bottom.

Rewrite c correctly.

c

Rewrite cod correctly.

cod

Why is your new start better?

Begin at the checked start and follow the QLD direction.

TAS rehearsal 1: Fresh dictation

Teacher prompt — cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Name: _____

Part A: Write the letters I say.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part B: Write the words I say.

1. _____

2. _____

3. _____

4. _____

Reflection: Circle one start you checked.

☐ ☐ ☐ ☐ ☐ ☐

TAS rehearsal 1: Fresh dictation

Teacher prompt — cover before pupils begin

Dictate: c, a, d, g, o, q; then tag, cot, cog, pad.

Name: ANSWERS

Part A: Write the letters I say.

1. c
2. a
3. d
4. g
5. o
6. q

Part B: Write the words I say.

1. tag
2. cot
3. cog
4. pad

Reflection: Circle one start you checked.

☒ ☐ ☐ ☐ ☐ ☐

TAS rehearsal 2: Repair the start

Name: _____

Non-example



This c begins at the bottom.

What should change?

Rewrite c correctly.

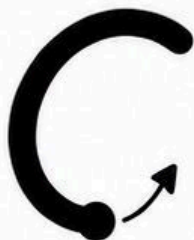
Rewrite cod correctly.

Why is your new start better?

TAS rehearsal 2: Repair the start

Name: ANSWERS

Non-example



This c begins at the bottom.

What should change?

Start at the checked top, not the bottom.

Rewrite c correctly.

c

Rewrite cod correctly.

cod

Why is your new start better?

Begin at the checked start and follow the TAS direction.

NSW / ACT assessment: Letters and useful words

Name: _____

Date: _____

Teacher prompt — cover before pupils begin
Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Part A: Write the letters I say.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Part B: Write the words I say.

1. _____

2. _____

3. _____

4. _____

Part C: Write a useful label.



Student checklist:

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

NSW / ACT assessment: Letters and useful words

Name: **ANSWERS**

Date: _____

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Part A: Write the letters I say.

1. **c**

4. **g**

2. **a**

5. **o**

3. **d**

6. **q**

Part B: Write the words I say.

1. **cat**

2. **dog**

3. **dad**

4. **cap**

Part C: Write a useful label.



dog

Student checklist:

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

Observe: checked start and direction;
recognisable forms; appropriate size;
readable spacing; functional comfort.
Word performance is essential.

VIC / WA / NT assessment: Letters and useful words

Name: _____

Date: _____

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Part A

Part B

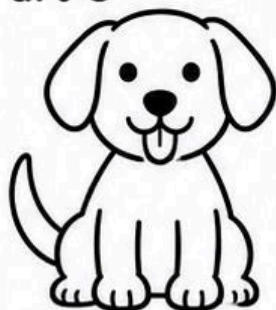
1. _____

2. _____

3. _____

4. _____

Part C



Write a useful label.

[illegible]

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

VIC / WA / NT assessment: Letters and useful words

Name: **ANSWERS**

Date: _____

Teacher prompt — cover before pupils begin
Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Part A

1. **c**

2. **a**

3. **d**

4. **g**

5. **o**

6. **q**

Part B

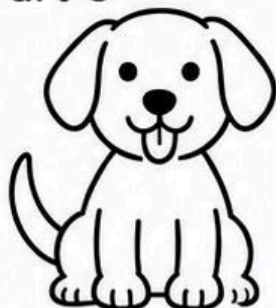
1. **cat**

2. **dog**

3. **dad**

4. **cap**

Part C



Write a useful label.

dog

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

**Observe: checked start and direction;
recognisable forms; appropriate size;
readable spacing; functional comfort.
Word performance is essential.**

SA assessment: Letters and useful words

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Name: _____ Date: _____

Part A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part B

1. _____
2. _____
3. _____
4. _____

Part C



Write a useful label.

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

SA assessment: Letters and useful words

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Name: **ANSWERS** Date: _____

Part A

1. **c**

2. **a**

3. **d**

4. **g**

5. **o**

6. **q**

Part B

1. **cat**

2. **dog**

3. **dad**

4. **cap**

Part C



Write a useful label.

dog

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

Observe: checked start and direction;
recognisable forms; appropriate size;
readable spacing; functional comfort.
Word performance is essential.

QLD assessment: Letters and useful words

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Name: _____ Date: _____

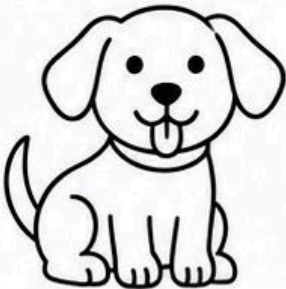
Part A: Write the letter I dictate.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part B: Write the word I dictate.

1. _____
2. _____
3. _____
4. _____

Part C: Write a useful label.



Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

QLD assessment: Letters and useful words

Teacher prompt — cover before pupils begin

Name: **ANSWERS** Date: _____

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Part A: Write the letter I dictate.

1. **c**

2. **a**

3. **d**

4. **g**

5. **o**

6. **q**

Part B: Write the word I dictate.

1. **cat**

2. **dog**

3. **dad**

4. **cap**

Part C: Write a useful label.



dog

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

Observe: checked start and direction;
recognisable forms; appropriate size;
readable spacing; functional comfort.
Word performance is essential.

TAS assessment: Letters and useful words

Teacher prompt — cover before pupils begin

Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Name: _____ Date: _____

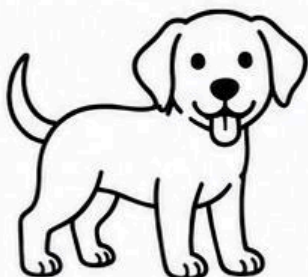
Part A: Write the letters I say.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part B: Write the words I say.

1. _____
2. _____
3. _____
4. _____

Part C: Write a useful label.



Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

--

TAS assessment: Letters and useful words

Teacher prompt — cover before pupils begin
Part A: c, a, d, g, o, q. Part B: cat, dog, dad, cap.

Name: ANSWERS Date: _____

Part A: Write the letters I say.

1. c

2. a

3. d

4. g

5. o

6. q

Part B: Write the words I say.

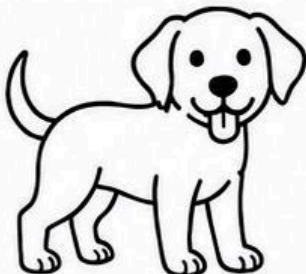
1. cat

2. dog

3. dad

4. cap

Part C: Write a useful label.



dog

Student checklist

- ☐ I checked my start.
- ☐ My letters are recognisable.
- ☐ My letters sit at the right size.
- ☐ My word spacing is clear.
- ☐ My hand feels comfortable.

Teacher observation

Observe: checked start and direction;
recognisable forms; appropriate size;
readable spacing; functional comfort.
Word performance is essential.

Learning evidence rubric

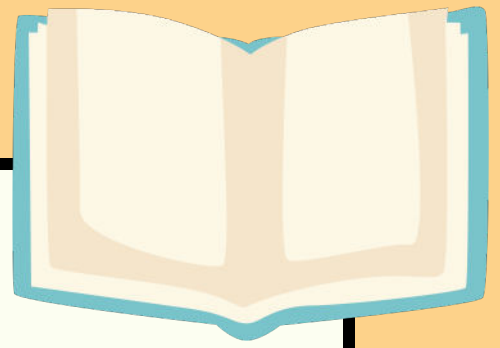
	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses the misconception or an inaccurate form.	Correct on familiar models with a prompt; contrast insecure.	Applies the correct state form to the fresh assessment.
Application and procedure	Cannot yet complete the meaningful writing task.	Completes with a model or step prompts.	Completes the assessment task independently with the target skill.
Reason and evidence	Guess or label only; no supporting reason.	Gives a relevant detail; connects need prompting.	Explains with a specific detail, model or reason.
Transfer and communication	Response is not interpretable; method does not transfer.	Readable with support; fresh context insecure.	Communicates clearly and applies the learning in a fresh context.

Evidence observed

Next teaching step

Letters Start Here





Purpose and success

We are learning to form lower-case letters from a checked starting point and direction, then use them in unjoined words.

Success evidence: six dictated letters, four words and a useful label.

Diagnostic prompt: Where would you find this letter? What helps a word stay readable?





Words for handwriting tasks

start — where the pencil begins

direction — where the pencil moves

baseline — the line letters rest on

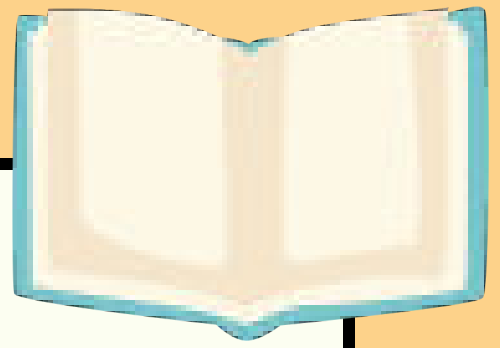
capital — an upper-case letter

lower-case — the everyday small letters

space — the clear gap between words



Posture, paper position and a comfortable functional grasp support the task; they do not replace formation evidence

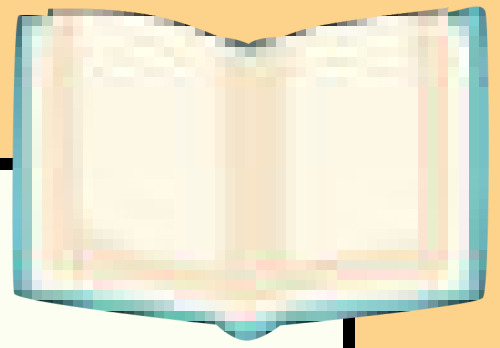


Round-start movement family

Use only the display labelled for your state or territory. Check c, o, and g only against that selected model.

Notice where each letter starts, the direction it travels, where it meets the baseline and when the pencil lifts. Keep every word





The letter c begins the movement

Look at c and o on the selected state display.

1. Locate the checked starting point
2. Follow the shown direction.
3. Stop on the baseline
4. Lift before the next letter.

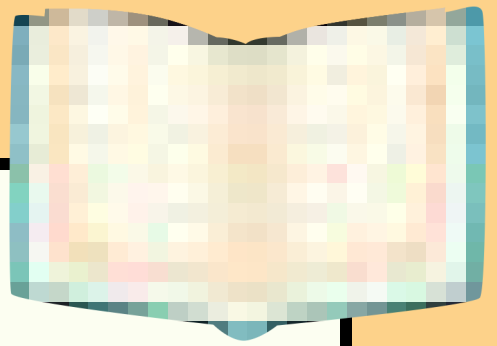


Describe the movement while the teacher models it.

A contrasting start

Compare the state-correct *c* with a plausible *c* begun at the bottom.

The bottom-start version reverses the thought movement and can make the form less efficient or harder to repeat. Return to the suggested model, rehearse once, then write *c* in a word.

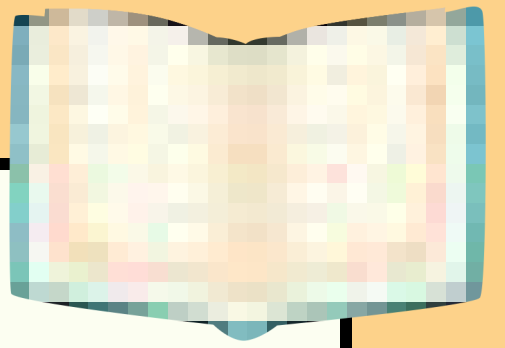


Pause and decide

Look at cat and dog.

Which letters belong to the taught *no*-start set in your selected state model?

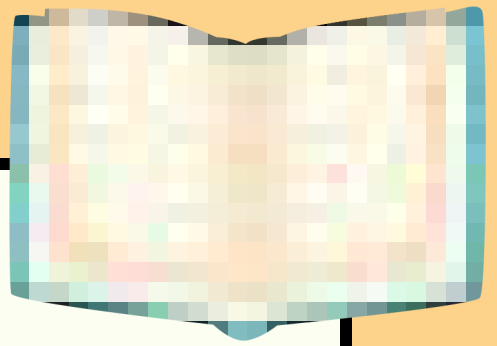
Point to each starting letter and explain the decision before moving on.



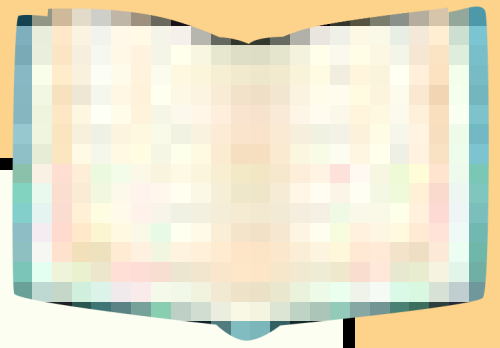
Reason for the choice

In the selected model, c and o anchor the round-start comparison. Check c and g against the matching display before naming the related movement.

The letters share useful movement features but the provided word remains unjoined. Each letter is completed before the next begins.



From one letter to a word



Try dad.

Say the word. Find the taught movement-family letters. Write each unjoined letter from its checked start. Leave a clear space after the word. Then check for recognisable shape, suitable size and baseline placement.

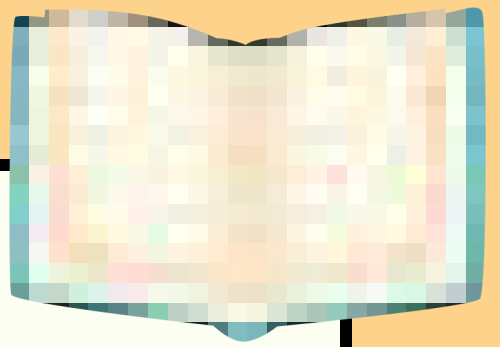


Station turn

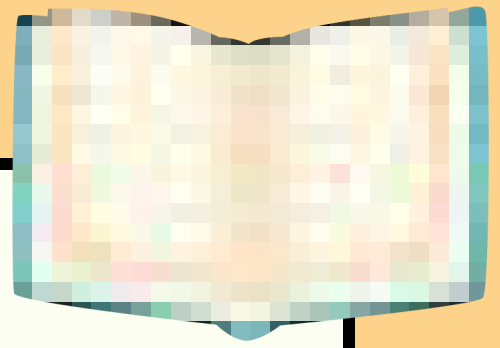
Choose the matching q model.

Air-write one checked movement. Hit the model and write q from memory. Then write cap. A reader names one recognisable feature and one specific next step.

There is no speed score.



Independent station challenge



Choose g or q. Rehearse it once, then write it from memory. Use the thought letters in dog or go.

Explain why you began where you did. Check the selected state display only after your first attempt.



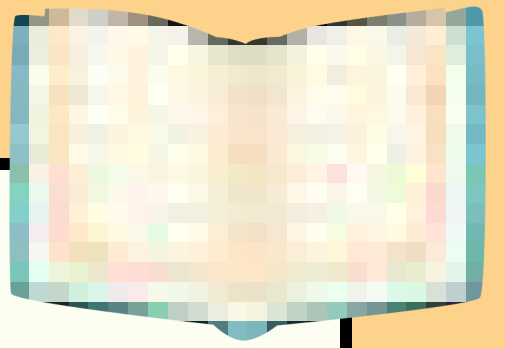
A common formation error

Error 1: beginning c at the bottom and drawing upwards.

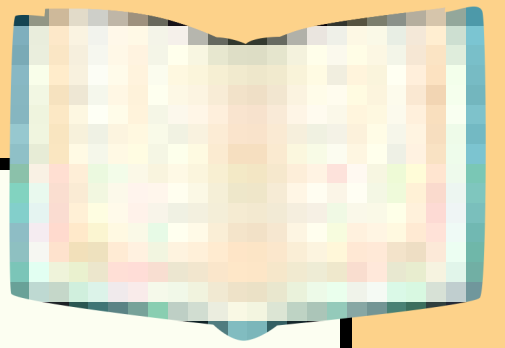
Correction: return to the verified state model and repeat the checked start and direction.

Error 2: copying an alphabet string only.

Correction: use the letter independently in a readable word.



Fresh transfer



Write the dictated letters a, g and q. Then write tag and could without facing

Explain one checked movement. Circle the response that needs repair and make one specific correction.



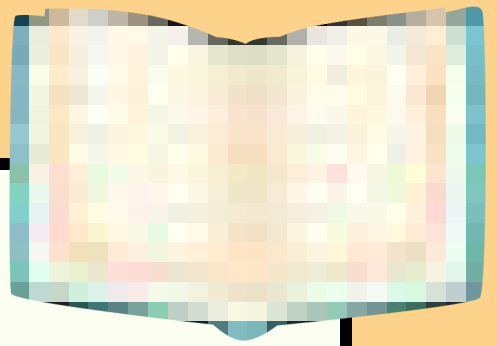
Access routes

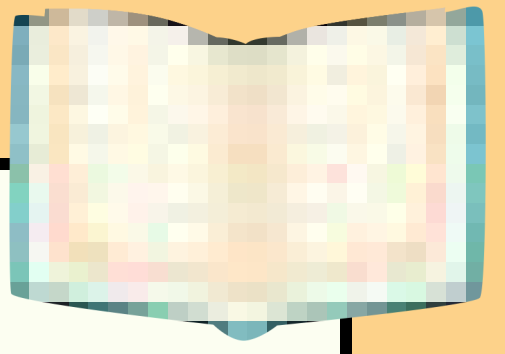
Support — use a larger guide, a shorter set, motor blocks, cursive guide or a sloped surface.

Core — write the same letters and words independently.

Extension — write a longer word or label while preserving legibility.

Spelling — stay separate from formation evidence.





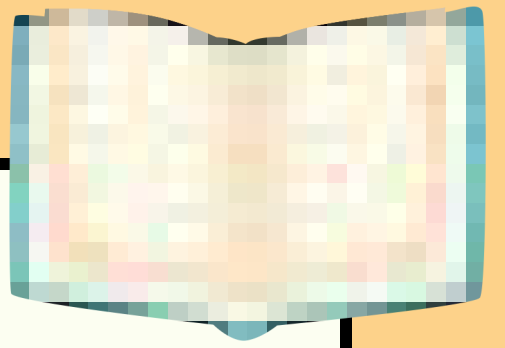
Independent assessment

The teacher dictates c, a, d, g, o and q, then cat, dog and a cap. Write a useful picture label.

No model or answer is displayed. The teacher observes start and direction, recognisable form, size, spacing and functional comfort.



Evidence and next step



Check your evidence.

Did each letter start and move as shown in the segmented model?

Are the forms recognisable and suitably sized?

Are the words readable and joined?

Was your grasp comfortable?

Name the specific next step.

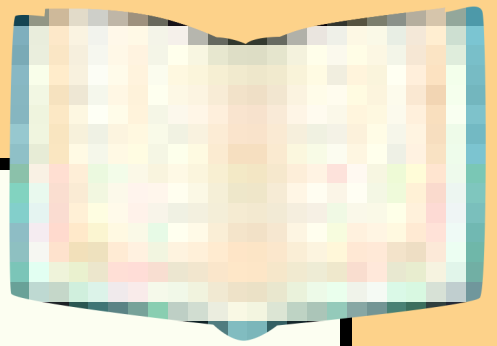


What this unit adds

Movement-family knowledge now transfers from accurate individual letter to unjoined words and a useful label.

Capitals and lower-case partner when lower every day messages, belong to the companion units.

Here, the evidence is a full lower-case movement used independently in words.





Well Done!
Start carefully, move in the checked
direction
and use your letters in readable words.



PREVIEW

Letters Start Here

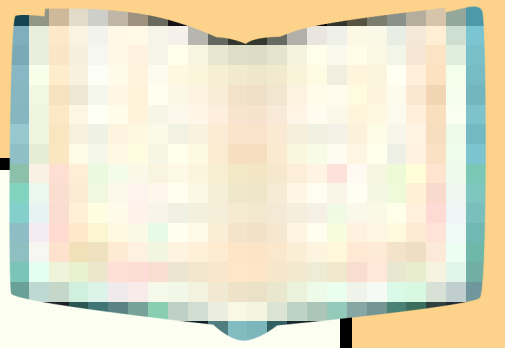
Quiz



Question 1 – The target is a

Using your selected state model, look at cot. Which letters are in the target at round-start comparison?

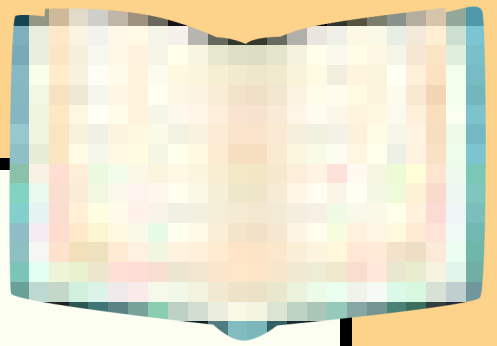
- A. c and o
- B. t only
- C. every letter



Answer 1 – c and o

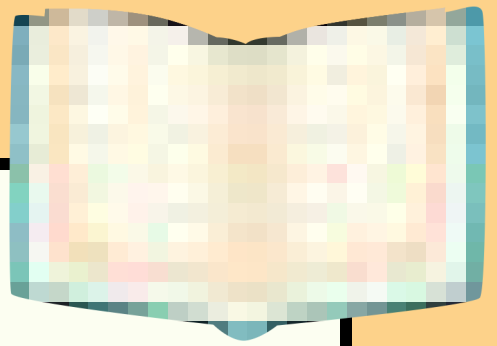
A. c and o

The checked model places c and o in the taught model and part comparison. The letter t uses a different movement. Exact shapes and sizes must follow the selected state display.



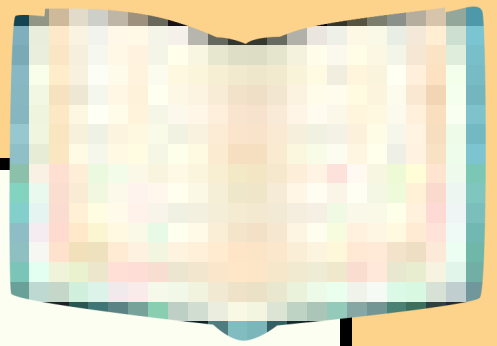
Question 2 – Explain a contrast

Why is copying the alphabet from a strip not enough evidence for unit



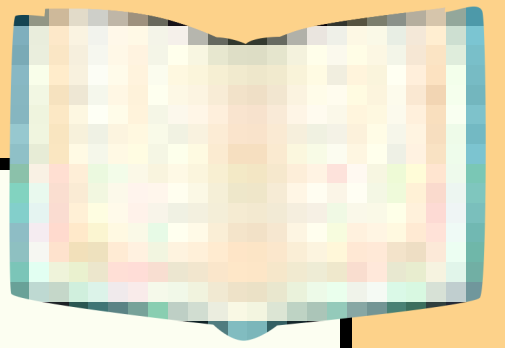
Answer 2 – Independent transfer

The learner must use the checked movement independently, unjoined words and a useful label, not only copy letters in alphabetical order.



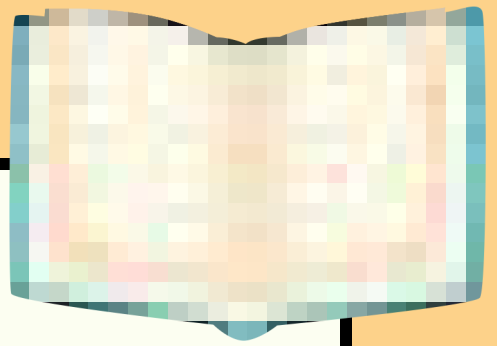
Question 3 – Apply the routine

The teacher dictates c, a, d, g, o and q, then cat, dog and cap. What evidence should the teacher observe?



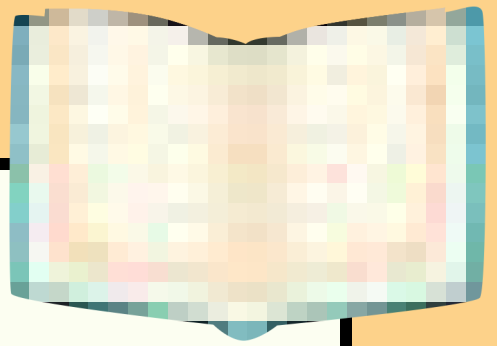
Answer 3 – What to observe

Observe accurate start and direction, recognisable forms, suitable size, recognisable spacing and a comfortable functional grasp. Word performance must be included.



Question 4 – A new core item

Using the selected state model, inspect dog. Identify the target route, state markers and explain how you checked each decision.





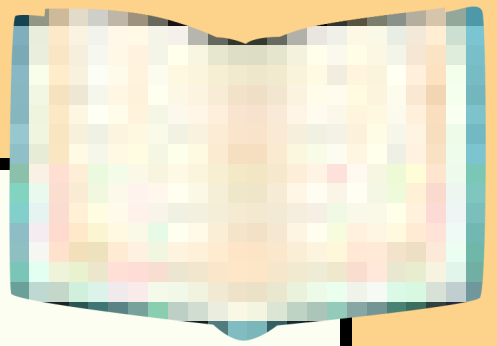
Answer 4 – Check the matched model

d, o and g are in this unit's taught comparison set. Credit an answer that notes the verified starting point or movement feature from the selected state display; do not credit alphabetical order alone.



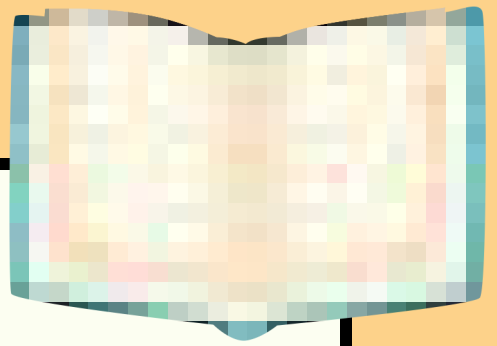
Question 5 – One changed condition

The model changes from NSW/ACT to QLD. What stays the same and what must change?



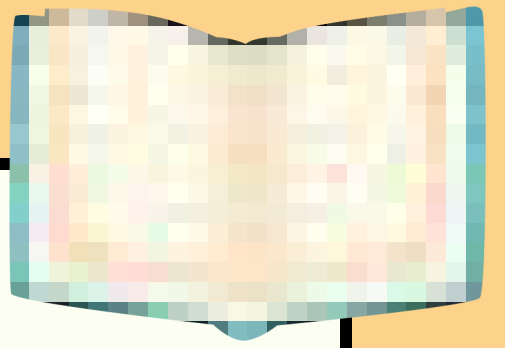
Answer 5 – Same demand, matched forms

The learning demand stays the same. The exact letter shape, starting and movement details must change to match the QLD model.



Question 6 – Repair an error

A learner starts c at the bottom and draws upward. What specific correction should the learner make?

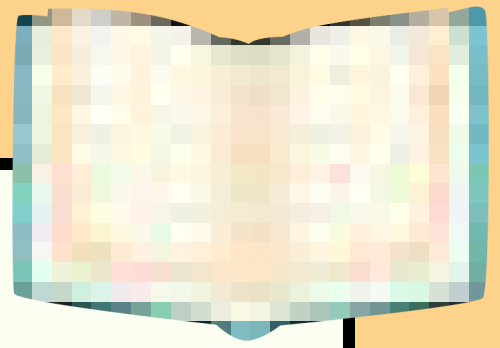


Answer 6 – Return to the model

Return to the selected state model, begin at its verification start point and follow its checked direction.
Then write c in a word to confirm transfer.



Question 7 – Station challenge

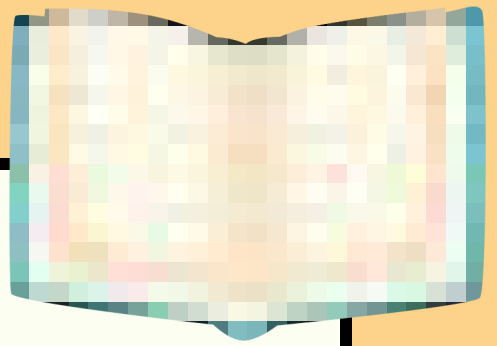


Air-write q once, hide the model, write q from memory then write q in teacher approved word. What must the learner explain?



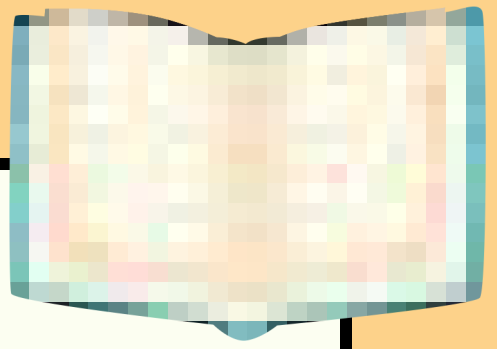
Answer 7 – Explain the movement

Explain the verified start and direction, then check recognisability, speed and effort. Speed earns no points.



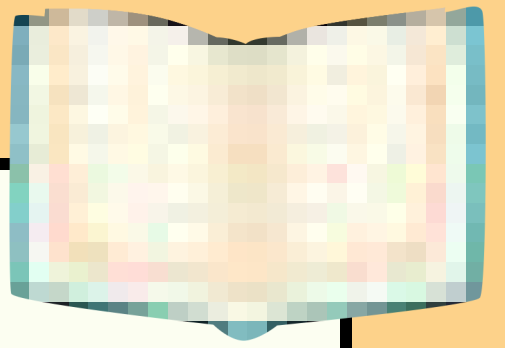
Question 8 – Compare two cases

Compare cat and dad. What movement-family similarity can you find using the selected state display?



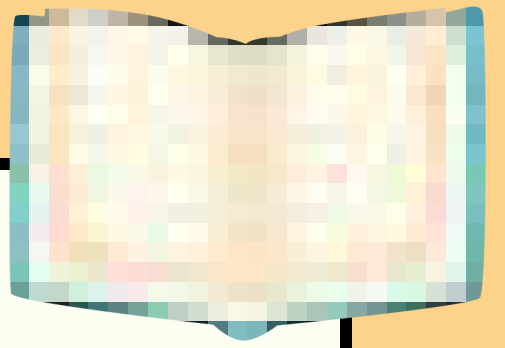
Answer 8 – Evidence from the display

Both words include taught comparison letters. A valid answer names the comparison letters and supports the comparison with the selected state model.



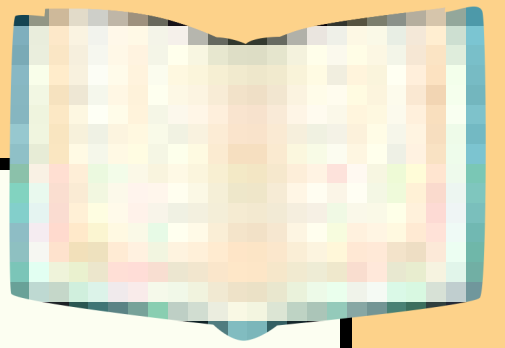
Question 9 – Near transfer

Write gap without tracing. Which parts of the family do you still enjoy?



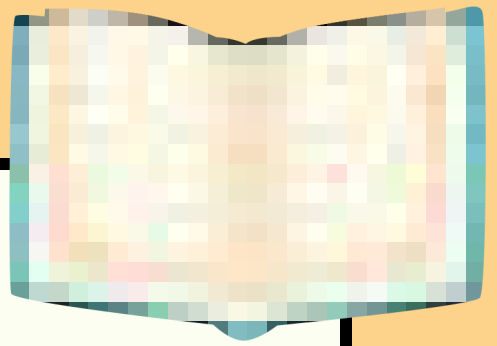
Answer 9 – Keep the round

Identify the taught family letters, use the verified standard and direction, keep the letters unjoined, place them on the baseline and check spacing.



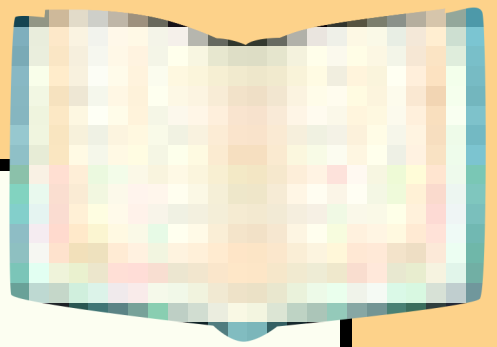
Question 10 – Evidence for Question 1

What observation would prove that the response was more than a guess?



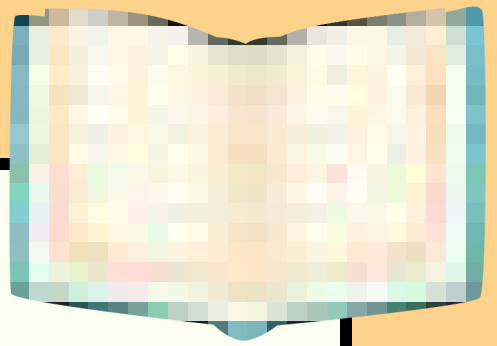
Answer 10 – Name a visible context

The learner points to a specific start, direction, recognizable form, size or striking feature in the written word.



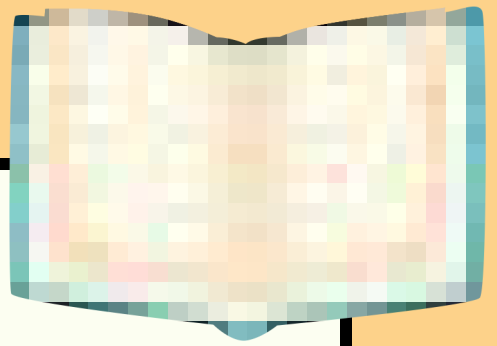
Question II – An invalid claim

“Any neat tracing sheet proves the whole handwriting is good.” Is this claim valid? Explain.



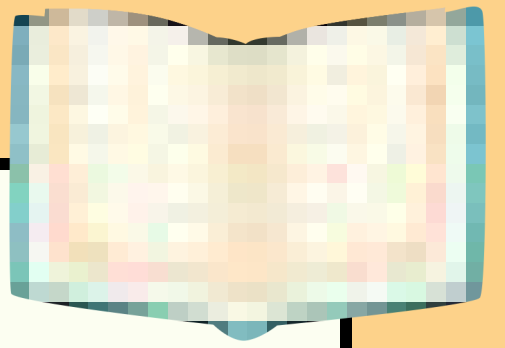
Answer II – Tracing is not enough

No. Tracing alone does not show independent letters or words and a useful lab for functional comfort.



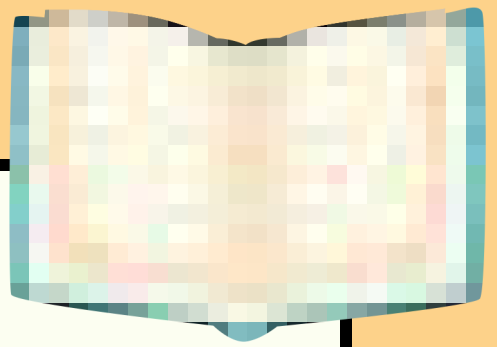
Question 12 – Final success criterion

After writing four dictated words and a useful label, what should the learner do next?



Answer 12 – Check and choose a next step

Check the selected state forms, readable spacing and format, then name evidence-based next step. Accept another clear explanation tied to the learning evidence rubric.





PREVIEW

Will Done!
Use accurate start and directions
in readable words.

